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The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents. They were: (1) group structured stimulus materials, (2) group social modeling, and (3) a combination of the two. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video-presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials. The sequence as well as content of these first two treatments were followed in the third treatment. A variety of learning activities and suggested counselor comments are included in the report to help achieve the following behavioral objectives: (1) given a small group of between four and eight high school students, it will be possible to identify student verbal responses demonstrating career information-seeking behaviors; (2) given the same type of group, it will be possible to use four types of verbal and nonverbal reinforcers immediately after students' verbal demonstrations of above-indicated behaviors; (3) it will be possible to use at least one method for determining how effective the group counseling program actually was. (Author/CJ)

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BEHAVIORAL SCHOOL COUNSELING

A Demonstration of the Stanford Career Planning Project

Presented at the annual APGA Convention
Las Vegas, Nev.
March 31, 1969

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CG004187

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Part I

ORIENTATION EXERCISE

Suppose that you saw an article in the Sunday supplement to the newspaper on an electronic technician who was active in community work. As a result of reading this article you have become interested in the job of an electronic technician as a career possibility for you.

List below some possible specific steps you could take to explore this interesting job possibility. Compare your statements with the kinds of responses given on the next page.

Possible Steps in Exploring the Job of Electronic Technician

Can you classify your statements under the following information-seeking and information-processing response classes?

1. Getting information about the job.

   a. By using such modes as visiting, writing, reading, listening, observing, and talking.

   b. Information in such areas as: working conditions, education and training requirements, work tasks, monetary and non-monetary benefits, employment prospects, and work setting.

2. Getting specific kinds of information about yourself that you think would be important to know in order to find out how suitable the job is for you.

3. Evaluating the information obtained by asking such questions as:

   a. What is the probability that I will like the work involved in the job?

   b. What is the probability that I will be able to meet the requirements for entering the job?

4. If the evaluation is promising, formulating a tentative plan of action to prepare for this job.

5. Implementing the plan of action.

Stanford Career Planning Project

The Stanford Career Planning Project designed and tested the effectiveness of competing treatments for promoting career exploration in adolescents. Three experimental treatments were administered: (1) group structured stimulus materials, (2) group social modeling, and (3) a third treatment which combined the group modeling and stimulus materials. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials. The sequence as well as content of these first two treatments were followed in the modeling and materials treatment.

Today's Demonstration

Our intention is to demonstrate the project in a learning context. The general purpose is to enable you to prepare, carry out and evaluate a similar group counseling program. We have scheduled a variety of learning activities designed to help you achieve the following behavioral objectives:

#1 GIVEN A SMALL GROUP OF FROM 4 - 8 HIGH SCHOOL STUDENTS, YOU WILL BE ABLE TO IDENTIFY STUDENT VERBAL RESPONSES WHICH DEMONSTRATE CAREER INFORMATION-SEEKING AND INFORMATION-PROCESSING BEHAVIORS.

#2 GIVEN A SMALL GROUP OF FROM 4 - 8 HIGH SCHOOL STUDENTS, YOU WILL BE ABLE TO EMPLOY FOUR TYPES OF VERBAL AND NONVERBAL REINFORCERS IMMEDIATELY AFTER STUDENTS' VERBAL DEMONSTRATION OF CAREER INFORMATION-SEEKING AND INFORMATION-PROCESSING BEHAVIORS.

#3 YOU WILL BE ABLE TO EMPLOY AT LEAST ONE METHOD FOR DETERMINING HOW EFFECTIVE YOUR GROUP COUNSELING PROGRAM WAS.

(End of Part 1. You need not read further at this time. The program will continue now with an introduction by the chairman.)

Part II.

Objective #1

Given a small group setting of from 4 - 8 high school students, you will be able to identify student verbal responses which demonstrate career information-seeking and information-processing behaviors. These student behaviors are:

a. Stating a variety of career alternatives which you would like to explore and consider.

b. Employing a variety of behaviors for seeking answers to questions about career alternatives. Six information-seeking behaviors along with illustrative sources of reliable information follow:

   1) observing up to date occupational films.

   2) reading vocational simulation kits.

   3) listening to audio tapes which describe jobs.

   4) talking to counselors, teachers.

   5) writing letters to the admissions office at a local junior college.

   6) visiting a personnel office.

c. Asking good questions to obtain information about career alternatives. Good questions should be:

   1) phrased in a manner which maximizes the likelihood of obtaining a specific answer (e.g., not: "how do you like your job as an electrical engineer?" but: "I dislike reading. Would I have to do much reading as an engineer on the job?")

   2) relevant to your statements regarding preferred characteristics of occupations.

   3) asked of reliable sources. (a variety of rules can be applied for testing the reliability of a source of information, e.g., "Is the the information current?" "Is the source in a position to promote a certain point of view?")

d. Given a list of different kinds and levels of occupational characteristics, selecting those which you would like to have characterize your eventual tentative career choice.

e. Evaluating answers to questions about career alternatives by comparing these answers with statements of preferred occupational characteristics.

   1) The criterion is: "How probable is it that this job will enable me to have the kind of experiences I am looking for in a career?"

   2) Responses are made on a scale ranging from good--fair--poor--I don't know.

f. Deciding whether to form a tentative plan of action to prepare for a particular career in light of the following subjective probability estimates:

   1) Estimate one's overall chances of liking the work involved in the job.

   2) Estimate one's chances of meeting the requirements for being employed in the job.

Activities related to Objective #1(b)

Due to time limitations, there will only be opportunities to observe and to practice a limited number of the behaviors stated in objective #1. The first set of these behaviors is stated in objective 1(b) on page 4.

First observe our group student models, who will attempt to demonstrate the six modes of seeking information.

Now practice these six modes yourself by stating some ways that you would go about getting information on the career of counseling. Suggest at least one activity for each mode. When you finish, compare your ideas with the various ways listed on the next page.

1. Observing _____

2. Reading _____

3. Listening _____

4. Talking _____

5. Writing _____

6. Visiting _____

Possible ways of employing the six modes for
obtaining information

1. Observing_____

   a video tape or a film of a counseling session.

2. Reading _____

   catalogues from universities that have counselor training programs.

3. Listening_____

   to a panel or an individual speak about careers in counseling.

4. Talking _____

   with a person who has had direct experience in counseling.

5. Writing _____

   to state departments of education for information about various kinds of counseling credentials.

6. Visiting _____

   a high school or college counseling office to observe the typical activities of counselors.

Activites related to Objective #1(c)

Using a variety of ways to get information is important. But equally important is asking good questions.

First, observe our group of models who will attempt to demonstrate the asking of good questions.

Now, pick four of the modes for obtaining information and write one good question in relation to each. Use the same example of a career in counseling. When you finish, evaluate your questions according to the criteria listed on the next page.

Question #1.

Question #2.

Question #3.

Question #4.

Do your questions meet the following criteria? Good questions are:

1. Phrased in a manner which maximizes the likelihood of obtaining a specific answer.

2. Relevant to one's preferences regarding characteristics of occupations.

3. Asked of reliable sources.

(end of Part 2)

Part III

Objective #2

Given a small group setting of from 4 - 8 high school students, you will be able to employ the following responses immediately after students' verbal demonstration of career information-seeking and information processing behaviors:

1. Verbal Reinforcement: You may reward a student's response by saying such things as good, right, excellent, fine, interesting point, good beginning, interesting question, etc.

2. Nonverbal Reinforcement: You may reward a student's response by using facial expressions and body movements such as:

   a. Nodding and smiling.
   b. An attentive postural position.
   c. Motioning toward the responding student, thus showing greater attention.
   d. Focusing and keeping eyes on responding student.

3. Qualified Reinforcement: You may reward a student's participation even while letting him know that his response is not quite what you you are looking for by saying such things as:

   a. That's a good point, but...
   b. You are right as far as you have gone, however...
   c. Right, but don't forget that...

4. Post hoc Reinforcement: You may reward a student's response by incorporating that response into your statments at a later point. Examples of this include:

   a. You made a good point on this earlier.
   b. As you pointed out before...
   c. You mentioned earlier that...

While these are various types of reinforcement, they can be combined in a number of ways. In addition, the use of reinforcement is in no way limited to the specific examples given. The more aware you are of the different ways you reinforce people, the more effective you are in counseling students.

As you probably know, reinforcing events may involve either the presentation of positive reinforcers or the removal or reduction of aversive conditions. The reinforcing consequences produced by an individual's behavior changes the likelihood that he will show similar behavior subsequently in related situations. Thus, by controlling the consequences that follow an individual's actions, you can control his behavior.

Activities related to Objective #2

First, observe our group. The model counselor will attempt to demonstrate the four kinds of verbal and nonverbal reinforcement.

Now, fill in appropriate counselor responses in the following typescript of a group counseling session. Try to employ all four kinds of reinforcers. Compare your responses with the statements on pages 15-16.

Counselor: Today we want to talk about personal factors involved in choosing an occupation. In deciding on the kind of work one wants to do, what are some of the personal things to take into account.

Student: Money. I mean how much money for example it will take for me to live on and be satisfied--do the things I want to do.

Counselor: O.K. One personal factor to consider is the kind of life one wants to lead--the kind of things a person wants to do in order to be satisfied. Could you give an example?

Student: Well, for example, a person might like to do a lot of hunting and fishing. Well, he should think about this and get into the kind of work that would let him take time off during hunting season and time for fishing.

Counselor:

Student: Well take me for example. I like music. I am interested in music, so I met some guys who work in a radio station last summer, and 'cause I like music I got to hanging around the station with them and then I got a chance to work as guest disc jockey at the station, and I took it and I was there for three weeks checking records, taping and all kinds of things. So, if I hadn't been interested in music I wouldn't have been hanging around and anyway I wouldn't have taken the job.

Counselor:

Student: Well, I started out at about 15 doing the thing that I wanted to do that interested me. My father works for Standard Oil and I got to be around there a lot and I got to know that I really was interested in that kind of work. My father got me a job with the company. I've been working with them ever since and I hope to continue because I am doing what interests me. But if I didn't like cars and mechanics and that I wouldn't have wanted to work there.

Counselor:

Student: Well, I like people. People interest me. I'd like to work somehow so to work with people. I can't think of any example, don't have any idea what I want to do...but I guess I'll look for something to be around people.

Counselor:

Student: I can give you an example of what not to do. I had a job in a dental lab. Might of been interesting...but I don't know. I didn't like it. I just took the job. Wanted to make some dough.

Counselor:

Student: Yah. I just went to work. I made false teeth. And the dentist got the money. Of course, he has lots more education. The lab charges fifty-five or sixty dollars and the dentist charges about two hundred and fifty to the person.

Counselor:

Student: I don't know. I didn't know I didn't like it till I got there.

Counselor:

Bruce: You could have found out first what did interest you and then you have to see if the job gives you what you want. Like me. I like music. So working as disc jockey was o.k. Or, say, like Dave, he likes to work with people--and he knows this--and so working to make false teeth wouldn't do anything for him cause there's a lot of difference between being where there's people and where there's just false teeth. (Laughter)

Counselor:

And, how do you think personal characteristics influence your choice of jobs?

Bruce: Have to like the people around you.

Student: That's not true, you don't have to.

Bruce: You don't have to be buddy buddy, but if you are going to work with people you should like to be around them.

Counselor:

Bruce: If I had to work side by side with someone I can't stand, I just couldn't take it.

Suggested Counselor Comments

Counselor: Today we want to talk about personal factors involved in choosing an occupation. In deciding on the kind of work one wants to do, what are some of the personal things to take into account?

Student: Money. I mean how much money for example it will take for me to live on and be satisfied--do the things I want to do.

Counselor: O.K. (counselor nods and turns to face the student) One personal factor to consider is the kind of life one wants to lead--the kind of things a person wants to do in order to be satisfied. Could you give an example?

Student: Well, for example, a person might like to do a lot of hunting and fishing. Well, he should think about this and get into the kind of work that would let him take time off during hunting season and time for fishing.

Counselor: This is a good example. This shows that a person needs to consider his interests--such as interest in outdoor activities, interest in sports--when considering different kinds of jobs. Do you have any other examples of taking into account one's interests? Bruce?

Student: Well take me for example. I like music. I am interested in music, so I met some guys who work in a radio station last summer, and 'cause I like music I got to hanging around the station with them and then I got a chance to work as guest disc jockey at the station, and I took it and I was there three weeks checking records, taping and all kinds of things. So, if I hadn't been interested in music I wouldn't have been hanging around and anyway I wouldn't have taken the job.

Counselor: Right! As you pointed out before a person's interests are important in making a decision about whether to take a job or not. If you hadn't been interested in music, you probably would not have decided to take the summer job. Any other examples? Gene?

Student: Well, I started out at about 15 doing the thing that I wanted to do that interested me. My father works for Standard Oil and I got to be around there a lot and I got to know that I really was interested in that kind of work. My father got me a job with the company. I've been working with them ever since and I hope to continue because I am doing what interests me. But if I didn't like cars and mechanics and that I wouldn't have wanted to work there.

Counselor: (counselor smiles at Gene and nods) Good point, Gene. Your example shows that even though someone else can be helpful in getting a job for you--it still is important to take into account your own interests in deciding whether to take the job or not. Like you, Gene, taking into account your interest in mechanical things. What about you, Dave?

Student: Well, I like people. People interest me. I'd like to work somehow so to work with people. I can't think of any example, don't have any idea what I want to do... but I guess I'll look for something to be around people.

Counselor: That's a good point...Just knowing that your interested in people will be important to consider in looking at different jobs. Chuck, what about you?

Student: I can give you an example of what not to do. I had a job in a dental lab. Might of been interesting...but I don't know. I didn't like it. I just took the job. Wanted to make some dough.

Counselor: O.K. But could you explain further? You seem to be saying that you didn't consider your interests when you took the job.

Student: Yah. I just went to work. I made false teeth. And the dentist got the money. Of course, he has lots more education. The lab charges fifty-five or sixty dollars and the dentist charges about two hundred and fifty to the person.

Counselor: How do you think you could have avoided getting into a job that you didn't particularly like by taking into account your interests?

Student: I don't know. I didn't know that I didn't like it till I got there.

Counselor: Bruce, any ideas about this? (counselor looks at Bruce and gestures with palms opened upward)

Bruce: You could have found out first what did interest you and then you have to see if the job gives you what you want. Like me. I like music. So working as disc jockey was o.k. Or, say, like Dave, he likes to work with people--and he knows this--and so working to make false teeth wouldn't do anything for him cause there's a lot of difference between being where there's people and where there's just false teeth. (Laughter)

Counselor: Very good! Bruce. As you and Gene indicated before, a person needs to find out about his interests first, and then consider if the job will be one that will let him satisfy his own interests.

And, how do you think personal characteristics influence your choice of jobs?

Bruce: Have to like the people around you.

Student: That's not true, you don't have to.

Bruce: You don't have to be buddy buddy, but if you are going to work with people you should like to be around them.

Counselor: What do you mean by that, Bruce?

Bruce: If I had to work side by side with someone I can't stand, I just couldn't take it.

Additional Activities Related to Objective #2

During the next ten minutes, we ask you to form into groups of 10-15. Each person who has a red block at the top of his booklet will serve as the administrative leader of his group. Each leader will designate a counselor and a recorder. The other members of the group will role play individuals who are interested in exploring the career of counseling and who are trying to get information about it. The individual role playing the counselor will attempt to reinforce verbal demonstrations of career information seeking behaviors. The recorder will make a record of the number of reinforcers employed by the counselor. During a five minute period following the role play, group members should discuss the performance of the individual who role played the counselor.

(end of Part III)

Part IV

Objective #3

You will be able to employ at least one method for determining how effective a group counseling program is.

Activities

Probably the best test of a counseling program is its effectiveness in relation to what a person does in his particular life setting afterwards. One method is to get a self report from a student about the information that he obtained in relation to his own goals and the manner in which he evaluated it. A structured interview form was designed for this purpose and used in the Stanford project. It follows on the next two pages.

_____

Please Print Your Name Above

VOCATIONAL PLANNING QUESTIONNAIRE II

Directions: Please read each statement carefully. Then write down what (if anything) you have done in each case.

I. Name some (at least one) occupations that you are considering now or that you have considered in the recent past:

_____

_____

_____

II. In the last month have you talked with anyone about an occupation you were considering? _____ Yes. _____ No.

If yes, with whom did you talk?

_____ friends

_____ parents

_____ other relatives

_____ teacher(s)

_____ counselor(s)

_____ other(s) Please specify _____

What features of the job(s) did you talk about most? _____

_____

_____

_____

III. Have you read any books, articles, pamphlets, or booklets in the past month that specifically discussed an occupation you were considering? ____ Yes. ____No

If yes, what was the name of the publication _____

_____

What did you learn about the job? _____

_____

_____

_____

IV. Have you visited a plant, factory, office or other place of work for the purpose of finding out about jobs or work during the past month? _____ Yes _____No

If yes, where did you visit and when? _____

_____

_____

_____

Was the visit arranged by a school, youth organization, or other organization?

_____Yes _____No

What did you find out about the job? _____

_____

_____

_____

V. In the past month have you written for information about jobs to a magazine, employment service or other source? _____Yes _____No

If yes, to whom did you write? _____

_____

What kind of information did you request? _____

_____

_____

_____

VI. If you answered YES to any of Questions II, III, IV, or V, then based on what you learned about jobs by talking, reading observing, visiting and/or writing did you do any of the following: _____Yes _____No

If yes, which ones? _____definitely rule out a job possibility

_____definitely decide to seek a certain job

_____not come to a definite decision about a job for the following reasons: _____

_____

_____

_____

Activities Related to Objective #3

You may ask, how does one know whether a student did what he reported in an interview. One way to find out is by checking his reports. Forms for this purpose also were designed and used in the Stanford project. Students were asked to state names, addresses, dates, etc. on these forms. Then a random sample of all these were followed up. That is, research assistants contacted relatives, friends, employers, college registrars, etc., to verify the student reports. The forms appear on the next four pages.

_____

Please Print Your Name Above

FORM II
(Section II)

1. What is the name of the person with whom you talked?

_____

2. What is his address or how can this person be reached?

_____

3. What did you talk about?
   Careers _____ Other topics _____
   Schools _____

   _____
   Please specify.

4. About what types of careers did you talk with this person?

_____

5. How many times during this past month did you talk with this person about this topic? _____ Did you talk by telephone? _____ or in person? _____ About how many minutes did you talk with this person about this topic?
   Under 15? _____ 15-60? _____ Over 1 hour? _____

6. What was the date when you talked with this person? _____

7. Is this person on the high school staff? _____ A relative? _____

   If other, specify _____

8. What was your main purpose in talking with this person?

_____

9. Did you decide to talk with this person _____ or was it required for a class or a group? _____

10. What do you believe is the most important fact you learned from the conversation?

_____

_____

Please Print Your Name Above

FORM III
(Sections III & V)

1. For which section are you using this form? _____

2. What was the name or title of the material?

_____

3. Who was the author of the material (who wrote it)?

_____

4. From where did you receive the material?

Checked out of the library _____

Obtained as permanent possession _____

Borrowed from someone _____

Sent for by mail _____

5. From whom did you get the material?

Name: _____

Address: _____

6. When did you get the material? Date: _____

7. What was your purpose in using the material? What was the material about?

_____

_____

8. What was the most important fact you learned from the material?

_____

_____

_____

Please Print Your Name Above

FORM IV
(Section IV)

1. Was your visit definitely made _____ or is it planned for later? _____

2. Did you decide to make (or plan to make) this visit _____ or was it required for a class or group? _____

3. Is this visit related to schools _____ or to careers? _____

4. If your visit is related to careers, what career was involved? _____
_____

5. What is the name of the person or the place you visited or plan to visit?

   Person's name: _____

   Person's position: _____

   Place's name: _____

   Address of person or place: _____

   _____

6. What was the date of your visit or when did you make definite plans for this visit? _____

7. How much time did you spend (or will you spend) with this person or at this place?

15 minutes	_____	30 minutes	_____	45 minutes	_____
1 hour	_____	2 hours	_____	3 hours	_____
over 3 hrs.	_____				

8. What was (or will be) the purpose of your visit?

_____

9. What is the most important fact you learned (or hope to learn) from the visit?

_____

_____

Please Printe Your Name Above

FORM VI
(Section VI)

1. Did you get a summer or part-time job? _____ or do you have definite plans to obtain one? _____ or did you look and have not been successful so far? _____

2. Will you be paid for your work? _____ or are you volunteering? _____

3. Are you interested in the job because it is connected with the types of occupations you are considering? _____ or is it to make money for your future training or education expenses? _____ or both? _____

4. What will you be doing on the job?

   _____

5. Who did you contact for the job or do you hope to contact?

   Name: _____

   Address: _____
   (or how they can be reached)

6. When did you first talk to this person about the job or make definite plans to talk to this person?

   Date: _____

7. What is (or will be) the place at which you have (or hope to have) the job?

   Name: _____

   Address: _____

8. How, if at all, is the job connected with your occupational interests?

   _____

In addition to interviews and verifications of these interviews, other procedures are important in order to be able to draw conclusions about the effectiveness of a group counseling program. For example, you would want to randomly assign students not only to your experimental group(s) but also to your control group(s). A brief yet clear description of the necessary procedures for a good study can be found in D.B. Van Dalen. Understanding Educational Research. New York: McGraw-Hill, 1966.

When you have completed your first group counseling study, please write to us about it. We will be very pleased to hear about your methods and results. If we have any further information about our program at that time, we will be glad to send it on to you. Write to:

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Stanford University
Stanford, California 94305

GOOD LUCK !